



ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA) ALTERNATE ASSESSMENT STUDENT REPORT 2013 SPRING

NAME : **GLA d'YZGLA a m**
BIRTHDATE : **%/3/2002**

DISTRICT : **Fictional School District**
SCHOOL : **Fictional Elementary**

GRADE : **5**
STATE ID NUMBER : **11111**
DISTRICT ID NUMBER : **22222**

Your Student's Overall Performance

	Student's Score	Score Needed for Proficiency	Student's Proficiency Level
Reading	0	46 or above	Far Below Proficient
Writing	14	33 or above	Below Proficient
Mathematics	40	25 or above	Proficient

NT: Student Not Tested in this content area.

Interpretation of Chart

This report provides a record of the student's test results on the Alternate Assessment in the content areas of Reading, Writing, and Mathematics.

Proficiency Levels

For each subject, the graphic display of scores shows the possible student scores ranging from 0 to 100. Proficiency levels are noted below the score ranges: FB-Far Below Proficient, BP-Below Proficient, P-Proficient, A-Advanced.

Student Skills Performance

The content areas of Reading, Writing, and Mathematics are composed of different skills organized into strands. Strands are clusters of learning standards in the content area organized around a central idea or concept. The strand sub-scores are represented numerically in the Score Earned column. Score Possible and Score Earned are scaled scores in reading, writing, and mathematics. The graphic displays of student scores are represented by the diamond shapes. The line through the diamond represents the student's score range if the student took the test multiple times; given that all testing results in some variation, sometimes, the student might score a little lower and other times he or she might score a little higher.

Expanded Levels of Support

Expanded Levels of Support (ELOS) are test items designed to make the alternate assessment more accessible to students who score zero on a minimum number of required test items, and therefore, translate to far below proficient in performance. The ELOS scores are not scaled to the scores of the standard administration of the Alternate Assessment.

Your Student's Performance by Standard PERFORMANCE LEVELS AND PROBABLE SCORE RANGES

			0	20	40	60	80	100
Subject/Strand	Score Possible	Score Earned	READING	FB	BP	P	A	
Reading	100	0						
Word Identification Skills	34	0						
Forming a General Understanding	33	0						
Analysis of Content and Structure	33							
Expanded Levels of Support Tasks	60	53						

			0	20	40	60	80	100	
Subject/Strand	Score Possible	Score Earned	WRITING	FB	BP	P	A		
Writing	100	14		<div><div></div></div>					
Write Using a Variety of Forms	50	0							
Structures and Conventions of Writing	50	14							
Expanded Levels of Support Tasks	60								

			0	20	40	60	80	100
Subject/Strand	Score Possible	Score Earned	FB	BP	P	A		
Mathematics	100	40	<div><div></div></div>					
Numeration	17	9						
Estimation and Computation	17	6						
Functions and Relationships	17	8						
Statistics and Probability	17	3						
Measurement	16	4						
Geometry	16	10						
Expanded Levels of Support Tasks	60							



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PROFICIENCY LEVEL DESCRIPTORS - GRADES 5 AND 6

Proficiency Level	Reading	Writing	Mathematics	Score Ranges
Advanced	The student reads a simple sentence of 3-5 or more words; identifies beginning and end of the sequence of events in the text; identifies or reads words of increasing complexity (e.g., more letters, more syllables); answers who, what, where questions about a passage read aloud; and follows 2-step written directions.	The student uses more conventions of writing (e.g., capitalization, end mark punctuation, letter/word order); and communicates ideas to others by producing a well-organized graphic product that uses complete sentences.	The student counts to 20 or above; graphs simple information; performs simple addition (using the numbers 1-12); creates a simple pattern; identifies more and less; identifies and names coins (penny, nickel, dime, and quarter); identifies value of coins; performs single-digit subtraction; and identifies where an object is located relative to another object (e.g., in and out, over and under).	<u>Reading</u> 77 or above <u>Writing</u> 67 or above <u>Mathematics</u> 61 or above
Proficient	The student identifies or reads simple sight words; reads simple sentences of 2-3 words; identifies the main idea and/or main character from a passage read aloud; and follows 1-step written directions.	The student communicates ideas to others by producing a story/event through the use of pictures and/or symbols; uses some basic conventions of writing (e.g., consistent use of capitalization and end mark punctuation, spacing/alignment, left to right); uses beginning (early phonetic) spelling as evidenced by the use of mostly consonants with a few vowels; and writes/reproduces own name, first and last.	The student rote counts single-digit numbers to 12; reads and writes/reproduces single-digit numbers; identifies first, second, and last; identifies the basic geometric shapes of triangle, circle, square, and rectangle; matches items with similar attributes (match the triangles); counts objects to five; identifies bigger/smaller, shorter/taller, and more; reads simple graphs or charts; reproduces simple patterns; identifies coins (penny, nickel, dime, and quarter); performs simple addition with the numbers 1-5; and identifies where an object is located relative to another object (in and out).	<u>Reading</u> 46-76 <u>Writing</u> 33-66 <u>Mathematics</u> 25-60
Below Proficient	The student displays an understanding of print directionality; identifies signs and symbols; identifies letters; identifies a detail using pictures, symbols, or words from a story read aloud; and identifies own name in print.	The student copies/reproduces words using upper and lower case letters; writes/reproduces own first name; and orients graphics in legible format (right-side up, left to right).	The student demonstrates the concept of one; rote counts to five; identifies first and last; identifies two geometric shapes; and identifies same/different.	<u>Reading</u> 11-45 <u>Writing</u> 10-32 <u>Mathematics</u> 8-24
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	<u>Reading</u> 10 or below <u>Writing</u> 9 or below <u>Mathematics</u> 7 or below